

Childminder report

Inspection date: 11 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are settled and happy to play in the childminder's home. They separate easily from their parents and join in with their friend's activities. Children learn to behave well and be kind to each other. The childminder supports them to share resources, and the children demonstrate they are proactive at ensuring all their friends have a turn. Children help each other to find different coloured pens they wish to use. The childminder provides positive praise when children achieve their goals, which is behaviour children copy. They tell their friends they are proud of them and compliment their artwork.

Children are becoming increasingly confident. They involve the childminder and visitors in their imaginative play and provide them with pretend cups of tea and sandwiches. The childminder extends their knowledge by teaching words, such as cabbage and cucumber, using items from the toy kitchen. Children benefit from trips into the local community, such as visiting parks and museums with the childminder. Children show prior knowledge and understanding of the world around them as they articulately explain that birds lay eggs in a nest, which hatch into baby birds. The childminder helps children compare this to the robin's nest in her garden.

What does the early years setting do well and what does it need to do better?

- The childminder has developed a well-balanced curriculum which helps prepare children for their transition to school. She focuses on children becoming independent and able to manage their own needs. Children demonstrate their independence skills as they blow their noses. They remind their friends to roll up their sleeves before washing their hands.
- Overall, the childminder supports children's communication and language skills well. She teaches children new vocabulary, such as whale and seal. Children are becoming confident communicators and introduce themselves to visitors. However, the childminder does not consider how background noise, such as the television, impacts children's communication and listening skills. At times, the children and the childminder struggle to hear each other. This does not fully support children to hear the correct pronunciation of words and further develop their communication skills.
- The childminder thoroughly embeds mathematical skills throughout her activities. Children practise counting as the childminder supports them to count coloured beads. The childminder teaches children the concept of smaller and bigger as they organise wooden dolls into containers. Children demonstrate their understanding as they tell the childminder one of the dolls is too big. The childminder supports older children to recognise different shapes such as triangles and circles.

- The childminder thoughtfully plans activities to support children's small-muscle skills and develop strength in their hands and fingers. Children enjoy using tweezers to pick up small toy bears. Older children also pick up different-sized beads. The childminder encourages them to use the tweezers to arrange the items into a pattern or shape. Children practise peeling and sticking heart-shaped stickers to create a Valentine's decoration for their parents.
- The childminder knows children well. She accurately assesses their stage of development and clearly understands children's developmental milestones. The childminder chooses the next steps for children, which are tailored and unique to each child. She quickly identifies children who may have gaps in their learning or need further support.
- The childminder has a positive attitude towards her professional development. She regularly accesses training to keep her knowledge up to date. She acknowledges that she would like to attend further training to build knowledge about seeking advice and making referrals to external agencies. The childminder lacks confidence in this area and does not always swiftly seek advice from external agencies or other professionals to help children who may need further support or have gaps in their learning.
- Parents are happy with the care the childminder provides. They say the childminder communicates clearly with them and informs them if she has concerns about their child's developmental progress. The childminder provides advice and guidance to parents to support their learning at home. Parents say the childminder provides a loving home-from-home environment in which children thrive.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- minimise unnecessary background noise to support children's concentration, communication and language development
- use professional development opportunities to build confidence when contacting external professionals for advice or making referrals for children who need further support in their learning and development.

Setting details

Unique reference number	205919
Local authority	Derby
Inspection number	10368140
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 March 2019

Information about this early years setting

The childminder registered in 1992 and lives in Spondon, Derby. She operates all year round, from 9am until 4pm, Tuesday, Wednesday and Thursday. The childminder holds an appropriate early years qualification at level 3. She occasionally works with an assistant. She provides a funded early years education for aged two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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